# Module One: New Zealand School Leadership Contexts

# Transforming Our Appreciation of School Contexts

This online theme explores;

New Zealand educational contexts and their impact on the principal’s roles;

Strands within this theme include;

* The diversity of New Zealand School Contexts
* The cultural contexts of our schools evolving around and through our bi-cultural heritage and increasingly multi-cultural future
* Self-management and the roles of School Boards of Trustees and Principals in their governance, leadership and administrative capacities.
* The skills and roles school principals apply in these contexts

### Self-managed learning Module One

* Use this file to explore School Contexts by progressively working through the hyperlinks and their associated readings. Establish a filing system for School Leadership Contexts – make it so you can easily move it from one computer to another or store it in an internet/cloud place. Keep adding to this file through this year and into the future so you can as a principal have an easy to find store of resource links, notes, names of people and their expertise.
* Complete online korero by sharing discussion with your PLG and across the NAPP 2013 cohort. We require you to make at least 4 online posts within korero about School Contexts. At least two of the four must be in your PLG discussion held in My Portfolio. Korero in the VLN provide the opportunity to share across the cohort.

***School Contexts Korero***

***Online discussion is part of the learning process and the details of the korero for this module are provided at the very end of this file.***

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## The Range of New Zealand School Leadership Contexts

Principals lead in many different contexts. These include a diverse range of cultural, geographical, educational and socio-economic contexts.

Although compared with many OECD countries we have a small education system [our 2559 schools](http://www.educationcounts.govt.nz/statistics/schooling/july_school_roll_returns/school-type) vary greatly. (Checkout the Multi-dimensional pivot tables further down the page)

The New Zealand wide education picture can be further understood using data and publications from [Education Counts](http://www.educationcounts.govt.nz/) as and when required.

e.g. [Ka Hikitia goals and progress towards those goals](http://www.educationcounts.govt.nz/statistics/maori_education/36805) ; [Maori Education](http://www.educationcounts.govt.nz/topics/31351) ; [Pasifika](http://www.educationcounts.govt.nz/topics/pasifika_education); [Research;](http://www.educationcounts.govt.nz/topics/research) [Best Evidence Synthesis](http://www.educationcounts.govt.nz/topics/bes);

The Best Evidence Synthesis series includes focus on School Leadership and Student Outcomes, Teacher Professional Learning and Development, Effective Pedagogy in Social Sciences and Mathematics.

As we are a relatively small educational system the Ministry of Education is able to provide a country wide strategy and statement of intent. [MOE Strategic Direction](http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent/SOI2012/StrategicDirection.aspx) – this part of the statement of intent provides us all with a clear picture of what the education system is focussing on.

These big picture views help place your own school’s actions into context and provide aspiring principals with the means to recognise the focus of their future leadership roles in the New Zealand context.

**School Leadership in New Zealand – Support and Expectations**

Since 2002 the Ministry of Education has provided targeted support to those who become principals and to those interested in stepping up to be principals.

As a result there are now clear descriptions of what we expect our principals to do and the ranges of skills and understandings they need to have.

* School leadership is summarised in [Kiwi Leadership for Principals](http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Kiwi-leadership-for-principals/Qualities) and [Tū Rangatira](http://www.educationalleaders.govt.nz/News/Tu-Rangatira-released). Regardless of your present school context you need to become familiar with the expectations and underlying qualities tumuaki/principals need to develop and continue to develop through time.
* [www.educationalleaders.govt.nz](http://www.educationalleaders.govt.nz) is an aggregation of sources and resources related to school leadership. It is organised so you can explore themes related to school leadership. E.g. [Education and the Law](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law)

**If you are applying for a principal’s position: How can you find out what a school is like?**

**You can develop a School Basic Facts Checklist based on the list in Table A below**

* There are numerous other points you could add
* Apply it to your present school – what are its contexts?
* Apply the list to another school that is very different from your own – note the e-admin data will not be available.

**Use these sources of basic data about school context as a starter**

* [MOE Property Management Information System (PMIS)](http://pmis.minedu.govt.nz/loginorg.aspx) - check out the property information section in particular – enter the correct name of the school, click search then submit (you do not need the school MOE number). Excellent for roll numbers as well as property details
* [**Education Review Office Reports (ERO)**](http://www.ero.govt.nz/) **–** check the About the School section of a review. This is a snapshot of basic facts including teacher numbers, ethnic breakdown and decile.
* [e-Admin](https://web.minedu.govt.nz/eadmin/sia_login.asp) – this is a passworded collection of data about a school and its students. Principals have their school’s password. The data provides useful comparative information on a range of topics including aspects of administration. Ask your principal to show you parts of it.
* **School Websites** – particularly useful for a snapshot of school activities, curriculum delivery and giving a visual context. Frequently there will be links to strategic plans, charter details and curriculum delivery. E.g. [Kaimai School](http://www.kaimai.school.nz/), [Wanganui High School](http://www.wanganui-high.school.nz/)
* **School Records** – attendance and achievement data in particular. These records contain a lot of data – what would be the important facts you would like to know as you apply for a principal’s position?

**Table A: School Context Basic Facts Checklist for ……………..**

|  |  |  |
| --- | --- | --- |
| **Context check points** | **Details, Comments & Unanswered Questions** |  |
| School Type – e.g. Full Primary |  |  |
| Student numbers - present |  |  |
| Student numbers – 5 and 10 years ago |  |  |
| Location – rural/urban |  |  |
| Special characteristics |  |  |
| Decile rating |  |  |
| Ethnic Composition |  |  |
| Teaching staff |  |  |
| Teaching staff changes |  |  |
| Property – teaching spaces? |  |  |
| Property – area of grounds |  |  |
| Property projects – current, past |  |  |
| School Community – catchment area – zone if applicable – buses? |  |  |
| School Community – housing, shopping, recreation, social settings |  |  |
| IT context for classrooms |  |  |
| Features of Curriculum delivery |  |  |
| Charter & Strategic planning |  |  |
| Student Attendance& Participation |  |  |
| Student achievement |  |  |
| ? |  |  |

**Reflection: How can we move from this surface view of school context to one that provides focus on student achievement contexts and in particular Maori and Pasifika achievement?**

## Exploring Cultural Contexts

*This part of school contexts provides us with the means to build an essential understanding and appreciation of our cultural settings and the need to have an in-depth understanding of their relevance to our leadership actions.*

*Growing a leadership disposition that explores the depth and richness of our cultural heritages to ensure our leadership actions focus best on achievement is essential.*

*This section of School Contexts is a great example of you following a self-managed learning process that pushes you to reflect upon your knowledge and understanding and how you respond as a leader to our cultural contexts.*

*Particular leadership attention needs to be paid to the educational needs and achievements of Maori and Pasifika students within our cultural contexts.*

[**Hui Taumata Matauranga: Māori Education Summit**](http://www.minedu.govt.nz/NZEducation/EducationPolicies/MaoriEducation/AboutMaoriEducation/WhoWeAre/EngagementWithMaori/HuiTaumataMatauranga.aspx) **–** provides a clear summary of issues and situations in 2001 and provided impetus that has resulted in strategic documents such as [Ka Hikitia.](http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx)

Mason Durie, Professor at Massey Universityprovides excellent food for thought about the contexts for our education over the next 15 years. Read his articles brought together at [Mason Durie – Educational and Social Papers collected for Secondary Futures](http://secondaryfutures.boost.co.nz/guardians/mason-durie.php).

The [Educational Leaders website page Maori Education 2026](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Building-effective-learning-environments/Maori-Education-2026) extends the opportunity to explore our cultural contexts and link them to pedagogy and school processes.

Explore [Te Aho Matua](http://www.otepou.school.nz/about/te_aho_matua_/), the foundation document for many Kura Kaupapa Maori – consider all six parts of this aspirational document. On your copy of Te Aho Matua identify all the elements that would be important in your kura’s context? What evidence would there be of their importance and application in school life and learning?

What does [Tu Rangatira](http://www.educationalleaders.govt.nz/Leadership-development/Tu-rangatira-English) tell us about school cultural contexts? E.g. Mana mokopuna

[Pasifika Education Plan 2013-2017](http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/PasifikaEducationPlan2013.aspx) – explore the MOE expectations regarding the achievement of Pasifika students.

[Accelerating Maori and Pasifika student achievement](http://www.educationalleaders.govt.nz/Leadership-development/Leadership-programmes/Ako-in-action/Wendy-Kofoed-accelerating-Maori-and-Pasifika) provides further insights to leadership and cultural contexts. (Note the many other case studies in this section of Educational Leaders.)

What does [Kiwi Leadership for Principals](http://www.educationalleaders.govt.nz/Leadership-development/Kiwi-leadership-for-principals) tell us about school cultural contexts? E.g. Culture: “What we value around here”

What about [School-Community Relationships – Involving whanau](http://www.educationalleaders.govt.nz/Partnerships-and-networks/Building-community-relationships/Involving-parents-families-and-whanau) ?

[What is Our School Culture Like](http://www.educationalleaders.govt.nz/Culture/Understanding-school-cultures/What-is-our-School-Culture-Like-A-Checklist-for-Analysing-a-School-s-Culture) is a useful tool available on Educational Leaders. It provides prompts for us about how to consider in some depth the range of aspects of school context. School leaders use parts of this list as starting points for staff and community understanding their school context.

How would you use it to answer these questions?

* What does our community know about our school?
* Do the school’s systems support the school’s goals?
* Do I understand our school’s cultural context?

**Research and Reviews for New Zealand School Contexts**

Since 2000 the MOE and organisations like NZCER have engaged in considerable research and this has shed light on many aspects of our education system and the context in which it operates. Part of your leadership disposition must be engaging with and reflecting on the flow of research, educational think piece articles and online videos and what is being reported in the media. Here are some examples.

[Vital Connections: Why we need more than self-managing schools](http://www.nzcer.org.nz/news/vital-connections-launched) – Cathy Wylie. NZCER November 2012. (This book provides a detailed analysis of our state school system since 1989. It explores the background for self-managing schools and the outcomes of the self-managing system. Follow the link and listen to Cathy being interviewed on Radio NZ and if you like follow through and purchase the book.)

[Swimming or of Our Depth: Leading Learning in 21st Century Schools](http://www.nzcer.org.nz/research/publications/swimming-out-our-depth-leading-learning-21st-century-schools) – Bull & Gilbert. NZCER June 2012

[School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis](http://www.educationcounts.govt.nz/publications/series/2515/60169/60170)- Robinson, Hohepa and Lloyd 2009

[Teacher Professional Learning and Development: Best Evidence Synthesis](http://www.educationcounts.govt.nz/publications/series/2515/15341) – Timperley, Wilson, Barrar and Fung 2007

[Re-thinking Learning: The 21st Century Learner](http://www.youtube.com/watch?v=c0xa98cy-Rw&feature=related) – the McArthur Foundation

[Leadership and Professional Development – New Zealand Educational Review](http://www.educationreview.co.nz/pages/section.php?s=Leadership%20%26%20PD) – published by APN News

**Survey Tools for Schools – NZCER**

Getting to the data can be challenging when considering motivation and feelings about the school setting. These tools can be used to quickly expand understandings about the school as a place to learn and work.

[Me and My School](http://www.nzcer.org.nz/tests/survey-tools-schools) – survey tools for measuring student engagement with your school.

[Teacher Workplace Survey](http://www.nzcer.org.nz/tests/survey-tools-schools) – online anonymous survey of teachers views of their school setting as a place to work.

### NZ State School Governance 1989-2013

During the last 24 years New Zealand state schools have operated a system where school Boards of Trustees make local decisions to meet local needs within the framework of New Zealand law, New Zealand Education goals and central government funding.

The [1989 Education Act](http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM175959.html?search=ts_act_Education+Act+1989_resel&p=1&sr=1) freed schools of many of the direct controlling ties with the Education Department and established Boards of Trustees as the governing bodies for each school. E.g. Professional learning was controlled by the School Inspectors. (The Education Act 1989, Part 7 Sections 75 & 76 spells out the broad roles of BOT and Principal.)

This change placed higher levels of responsibility on both principals and the Board of Trustees. We will explore some of these from the point of view of the principal.

Private and integrated school boards and principals carry similar high levels of responsibility for governance and leadership of their school communities.

**Board of Trustees:** School governance applies the requirements and expectations of the Ministry of Education and provides direct local focus on the needs of the students.

For Your Own Reference

**Establish a simple means to find, and then retrieve at a later date, the different regulations and requirements the Ministry of Education expects schools to use. (Integrated and private schools should include requirements defined by their school owners. )**

As [www.minedu.govt.nz](http://www.minedu.govt.nz) is a big site we need to make sure we can go back to check and re-check regulations that underpin school operating systems.

Establish a simple means to locate sections of MOE regulation – this should be in a form you can easily access when you shift schools. (Consider something like: A file in the clouds, perhaps in Dropbox? A Word file? A set of Bookmarks? A coded set of tags in Delicious?)

**What does the Ministry of Education expect a Board of Trustees to do?**

The Ministry website confirms the exact regulations and requirements. Changes occur quite regularly in accordance with shifting government policies so be pro-active about checking MOE requirements.

* + 1. **BOT Responsibilities –** get the big picture here.

[An Overview](http://www.minedu.govt.nz/Boards/EffectiveGovernance/Overview.aspx) - MOE; [An Overview – School Trustees Association](http://www.nzsta.org.nz/board-as-govenors/)

[Effective Governance](http://www.minedu.govt.nz/Boards/EffectiveGovernance.aspx) - explore a bit here

[**National Education Guidelines**](http://www.minedu.govt.nz/Boards/LegalObligations/NationalEducationGuidelines.aspx) **-** note the five different parts of these guidelines and consider how they fit together.

* + 1. **Digging into the details of BOT administrative responsibilities**

[National Administrative Guidelines](http://www.minedu.govt.nz/theMinistry/EducationInNewZealand/EducationLegislation/TheNationalAdministrationGuidelinesNAGs.aspx) - what is expected? Why may these change from time to time? Note there are now 8 guidelines.

[No More Nagging Doubts](http://www.educationalleaders.govt.nz/Managing-your-school/No-more-nagging-doubts) – an Education Leaders guide to applying the National Administrative Guidelines and getting a clear picture of the way MOE requirements are met by the BOT. The p9 lists of policies and procedures for a primary school are useful for reference.

[**What are BOT’s like?**](http://www.minedu.govt.nz/Boards/EffectiveGovernance/FlexibilityBoardStructures/SchoolingStructuresAndGovernanceOptions.aspx) **–** scroll down and consider the brief summary of how BOT’s are made up. What is the [constitution of a BOT](http://www.minedu.govt.nz/Boards/EffectiveGovernance/FlexibilityBoardStructures/ConstitutionsForBOTs.aspx)?

* + 1. **What is the relationship between the principal and the BOT? What is the principal’s role like?**

[Your Role as Principal](http://www.principalskit.org.nz/your-role-as-a-principal/) – this NZEI summary provides a clear description and will be worth referring to regularly. Delegations and clarifying roles deserve careful consideration.

**Principal’s Skills and Board of Trustees**

**What does the monthly cycle of governance look like and how does it impact on the principal?**

From month to month principals engage in a cycle of BOT related activities that include leadership related to;

* **School achievement initiatives and strategies**
* **Committee work**
* **Relationship building with BOT**
* **Community relationships**
* **Report writing**
* **Review and or development of school achievement strategies**

**Reflection: What is the normal monthly cycle of BOT activities your principal is engaged in? How many hours of meetings is that? What strategies does your principal adopt to make this cycle an effective and productive part of each month?**

Use [Your Role as Principal](http://www.principalskit.org.nz/your-role-as-a-principal/) an NZEI summary as a guide to the skill sets principals use when engaged in BOT activities/tasks.

**What skill sets are required? What do the skills and dispositions look like in meeting these requirements?** These quotes from the NZEI summary identify groups of actions and situations where diverse sets of skills are used by principals in leading school systems. They can apply to both primary and secondary schools.

The Principals Skill sets are used in these sorts of situations.

* A sound and supportive working relationship between the board and principal is essential for good governance and management of a school.
* Reporting to the board on a regular basis about day-to-day educational, personnel and administrative affairs is a very important part of successful governance and management
* Partnership in school management is the commitment of professionals and the community to work together to provide the best education for children.
* Initiating and advising the board on policy development is a major part of the principal’s responsibilities and role.
* Handle complex human relationships effectively and positively.
* Consulting with staff and the community will create ownership on a range of issues.

For your Information: Each of these skill sets deserves reflective consideration over a series of learning actions. How do you make them an effective part of your principal’s disposition and skills?

Cathy Wylie’s recently published [Vital Connections: Why we need more than self-managing schools](http://www.nzcer.org.nz/news/vital-connections-launched) reviews the self-managing school system and provides significant suggestions about what needs to happen next to further advance state schools. *Reading this book will provide you with a clear understanding of educational organisation and process over the last 24 years and put in context the roles of principals in 2013.*

### Education and the Law

*This section is provided to encourage all participants to grow their awareness of legal matters related to education and add a legal dimension to their leadership disposition. This section is of a general nature and does not provide the specific support required by principals and Boards of Trustees when legal issues arise. Principals and BOTs must seek expert legal advice when legal issues arise. Seeking the advice of the MOE, School Trustees Association or the BOTs legal counsel are useful first steps.*

**Essential background:** A simple way to focus on the legal processes in a school begins with recognising that there are three or four layers of law and regulation applied. Every instance of school activity fits within the requirements of New Zealand Law, Ministry of Education regulation, BOT policy and School procedures. In most instances these elements of legal framework are applied unnoticed.

A principal needs to recognise the layers and develop a disposition that appreciates the way they are applied especially when things go wrong through omission or incorrect application. In addition the principal needs a disposition that is alert to respond to situations and developments that involve questions about legalities, regulations and policies.

[www.educationalleaders.govt.nz](http://www.educationalleaders.govt.nz) provides an excellent set of resources called [Education and the Law](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law). This set must be instantly available in your links to valuable principal’s resources.

Essential reading for an aspiring principal is [Basic Principles of Law](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Basic-principles-of-law) . This short easily read guide should be reflected on now and become part of your disposition when considering how school processes and systems operate.

[Governance and management, Students, Community/whanau/family, Rights and Responsibilities, Employment and Other Issues](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Basic-principles-of-law) are further sub-sections of Education and the Law. These are great references and were up-dated during 2011 so they recognise most recent law changes. Use them as an encyclopaedia and ready reference link from your Principal’s Folder.

**Ministry of Education:** Throughout the whole MOE site recognise that law and regulation under pin all the information. E.g. [Legal Obligations](http://www.minedu.govt.nz/Boards/LegalObligations.aspx)

[School Trustees Association - Legislation](http://www.nzsta.org.nz/board-responsibilties/legislation/) – the School Trustees Association provides plenty of support for Boards of Trustees across the full range of legal matters.

[NZEI](http://www.nzei.org.nz/) , [Principals Federation](http://www.nzpf.ac.nz/) and [PPTA](http://www.ppta.org.nz/) provide a range of information relevant to teacher employment.

**Board of Trustees Policies –** explore [No More Nagging Doubts](http://www.educationalleaders.govt.nz/Managing-your-school/No-more-nagging-doubts) to get a clearer appreciation of how policy and procedure fit with the expectations of the MOE. Check your schools BOT policies to confirm you are aware of them.

[Handbook of Contractual Obligations](http://www.ero.govt.nz/Review-Process/For-Schools-and-Kura-Kaupapa-Maori/Handbook) – published by ERO. This is a reference to current legislation and legal requirements that impact on schools and their operation.

**Procurement for public entities**

Stop and think about the school as a public entity – how should a school go about spending and accounting for spending public money.

<http://www.oag.govt.nz/2008/procurement-guide> - auditor general’s guide. Use the link on this page to the Over arching guide to Public Sector Purchases, Grants and Gifts to explore this further.

As procurement includes arrangements schools use for cleaning, photo-copying equipment, painting and maintenance this aspect of school finance needs to be revisited regularly.

**School Day-to-Day Procedures –** as the year progresses appreciate the role they play and how they inter-relate with the BOT policies, MOE regulation and the law of New Zealand. Recognise the common practices used in school operation and reflect upon them – are they still meeting your expectations? Are they satisfying the policies, regulations and laws related to them?

Set up your links to resources and sources related to legal matters. This will allow you to access them as required when you need to reflect upon situations where legal and regulatory matters are causing concern. Always seek further support when in doubt or if you have concerns about legal matters.

### Conclusion – Reflections

This excursion into New Zealand School contexts has opened doors on many aspects of school systems and processes but has not attempted to provide the complete School Context package to take away.

We hope it has encouraged you to be open to learning conversations about the processes of governance, the importance of leadership understanding and learning about school context and the need for school leaders to grow their disposition to lead in our self-managing schools.

As the year progresses we hope to be able to link many other aspects of the programme into our appreciation of school contexts as we each apply a self-managing approach to growing our leadership knowledge, skills and dispositions.

Remember that at least 70% of your time spent on this module will be on considering and reflecting upon the sources.

Check you have completed at least FOUR posts – at least two must be in your PLG Kōrero.

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**Module 1 Korero**

* Posts to Korero are a required part of the NAPP learning process. ***As a result you must meet the minimum contribution level of 4 posts in Module 1 – 2 posts in your PLG korero and 2 in any of the other 3 korero.***
* However effective participation in korero requires that akonga and kaiarahi frequently exceed the minimum and work on effective discussion and networking rather than focus on completion requirements.
* Aim to be an effective supporter of korero and shared learning. Posts made at regular intervals keep you linked in to the korero and ensure you help build the Generation 2013 appreciation of school leadership.
* Do not rush to start posting. (Korero 1 will start when your Kaiarahi feels your PLG is ready to go.) Work through the Module 1 file and reflect upon things as you build online posts into your learning. Refresh your understanding of the NAPP Guide to Effective Korero – go back to the [Multi-faceted guide to the Role of the Principal page in My Portfolio](http://myportfolio.school.nz/group/napp-2013/multi-faceted-role-of-principal) and the MRP guide file there.
* Regard the Kōrero as conversations – writing in short paragraphs (5-6 lines each) and posting 1-4 paragraphs at a time makes it easier for others to follow your part of the conversation.

**Korero 1 - Leadership and School Culture**

**Each PLG discusses their theme in their My Portfolio PLG.**

**By April 12 each PLG supplies a summary of their korero to the Korero 1 space in the VLN Module 1. (**the Korero 1 set up in the VLN is for the summaries and will be open for comments by us all once the summaries start to be available.)

Each Region is allocated a theme for Kōrero 1. All PLGs in that region will use their regions theme in the PLG Kōrero.

**Korero 1a. Southern Region**

Principals need to know about and understand school culture and context to lead achievement strategies effectively.

“What if Aotearoa principals built their leadership actions on an ever growing and changing appreciation of school culture and its impact on student achievement?”

**Korero 1b. Northern Region**

Principals need to know about and understand school culture and context to lead achievement strategies effectively.

“What if Aotearoa principals built their leadership actions on an ever growing and changing affirmation of Maori and Pasifika student quality and richness of contribution to school achievement?”

**Korero 1c. Central South**

Principals need to know about and understand school culture and context to lead achievement strategies effectively.

“What if Aotearoa principals built their leadership actions on an ever growing and changing recognition of the richness and quality of our country’s bi-cultural heritage?”

**Korero 1d. Central North**

Principals need to know about and understand school culture and context to lead achievement strategies effectively.

“What if Aotearoa principals built their leadership actions on an ever growing and changing appreciation of the culture and context of their school community within its district and region?”

**Korero 2 Module 1**

**This korero is set up in the Group discussion part of NAPP Module 1 in the VLN. Make you posts there**

**Korero 2: Choosing a School and Applying to be Principal**

Prospective principals’ application decisions will be based on many factors like location, school size, timing and the prompting of their present principals.

How can you use school culture and context understandings as you apply and then work through being interviewed for a principal’s position?

**Korero 3 Module 1**

**This korero is set up in the Group discussion part of NAPP Module 1 in the VLN. Make you posts there**

**Self-managing Schools: Principal’s Role**

How can principals ensure their school is highly effective in its self-managing context?

**Korero 4 Module 1**

**This korero is set up in the Group discussion part of NAPP Module 1 in the VLN. Make you posts there**

**Principals and Communication**

Principals’ communications permeate every layer of school and community interaction.

How can principals’ communication skills and related leadership actions ensure school achievement strategies benefit and advance successfully?

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